An Analysis of Extrovert and Introvert Personality of the Students on Speaking Performance at the Tenth Grade of State Islamic Senior High School 1 Padang Lawas

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Abstract: This research aims to analyze students’ speaking performances based on the extrovert and introverted personalities of students in the tenth grade of State Islamic Senior High School 1 Padang Lawas. This research uses a descriptive-qualitative method with a case study approach. The data were collected by Eysenck Personality Questionnaires (EPQ), speaking tests, and interviews. After the data was collected, it was analyzed using the Miles and Huberman model technique, which consists of three stages of data analysis: data reduction, data presentation, and verification or conclusion. The population in this study were students of class X-science, consisting of 198 students from a total of five classes. The sample used in this study amounted to 20 students using the proportional technique in taking of the sample. The findings showed that each of the 20 research samples—ten extroverts and ten introverts—had different speaking performance scores. The results of the speaking test from ten extrovert students obtained five students with good criteria and five with poor criteria. Meanwhile, the results of the speaking test for ten introverted students found that five students with poor criteria, four students obtained good criteria and one student received a speaking test result with very good criteria. From each of the extrovert and introvert students who were interviewed, they stated that they experienced several obstacles: a lack of preparation before performing, a lack of knowledge about language aspects, mispronunciation, and a lack of vocabulary. It can be concluded that students with various personality types can use various learning methods that suit the needs of each student. Therefore, whether an extrovert or an introvert, speaking performance will be better if students have sufficient linguistic knowledge and are also supported by frequent participation or good preparation.

INTRODUCTION

Language is a communication tool for conveying messages or information from one person to another. In much literature, understanding language is easy to come by. Nasr (1975) mentioned that language is part of the culture—part of human behavior. Then, Richards and Schmidt (2002: 283), mention that language is defined as the system of communication which consists of the structured arrangement of sounds (or their written representation) into larger units. There are many languages in the world: English, Chinese,
Arabic, Japanese, Portuguese, and others. In this study, researchers only focus on English. English as an international language, dominates academically or in other fields, especially in the era of 4.0. Until now, English is still used in diplomacy, tourism, science education, business, entertainment, and many media at the international level. It is undeniable that in recent years the use of English has become very popular in the international area, especially in Indonesia, which seems to be an important need for people in this country.

Because the role of English is so essential for students in the national curriculum, English is set as the main subject in every school in Indonesia. In learning English, students must master the four English skills namely speaking, listening, reading, and writing. In this research, the researcher only focuses on speaking skills. Refers to Hilda Nazlia (2015: 581-587) mentions that speaking enables people to communicate their thoughts, sustain social bonds, and convey and receive information about events in their daily lives. Then, Lai-Mei Leong and Seyedeh Masoumeh Ahmadi (2017) stated that speaking is the act of expressing oneself verbally, such as when asking for something or making a speech. Communication will be ineffective without appropriate speaking skills, and it may lead to misunderstandings. As a result, solid speaking skills are required to achieve a good speaking performance. Speaking performance is oral communication that includes the capacity to utilize language correctly in social contact, including not just verbal communication but also gesture, body language, and expression. However, everyone has a different speaking performance.

In addition to the mastery of the three skills mentioned above, age, intelligence, motivation, anxiety, nervousness, and insecurity are also factors that greatly affect students’ speaking performance. One of the main factors is personality. Every human being has a different character because it is caused by environmental differences and social and genetic differences. Personality refers to all the attributes that might influence someone's behavior, particularly their style of thinking, feeling, and behaving. According to Howard et al (2008: 134), personality is the greatest realization of a living being's intrinsic idiosyncrasy, and pupils are classified as extroverts or introverts based on their attitude. Then, Jung distinguished some personality types, but there are two primary personality types associated with student speaking performance namely extrovert and introvert. These two personalities greatly affect the students’ speaking performance.

Regarding the definition of extrovert and introvert, Shiv Prakash (2016) mentions that an introvert is a thinker who is less sociable, seldom speaks, and is embarrassed to participate in social events. Introverts prefer to spend time in small groups or one-on-one, and they typically take their time getting to know new people, although they are all sociable in various ways. However, Jung (2017: 207) states that extrovert is the attitude distinguished by the turning outward of psychic energy so that a person is oriented toward the objective and away from the subjective. They are sociable, interested in external events, and have many friends, whereas introverted people, Jung states that introverts are withdrawn, often shy, and tend to focus on themselves, their thoughts, and feelings. These two characters contradict each other. An extrovert is less sensitive to stimuli than an introvert. According to one intuitively attractive hypothesis, extroverts learn faster than introverts. Because extrovert learners are more likely to initiate contact with other second language users, they will receive more feedback (Merle J, 2007: 7).

Based on the description above, the extrovert personality may be better at speaking since receiving more feedback is relatively simple for students. On the other side, the introverted personality may be better at speaking since introverts think deeply before trying to say a lot, therefore their performance is more accurate.
In order to find out the speaking performance of the extrovert and introvert students, the researcher chose State Islamic Senior High School 1 Padang Lawas as the place for conducting this research. State Islamic Senior High School 1 Padang Lawas is one of Islamic senior high schools in Padang Lawas. English is served as a compulsory subject that is taught twice a week, with 90 minutes for each meeting which means 180 minutes in a week. English is taught by having a guide to 2013 curriculum where the passing grade is 75. At the school, based on this curriculum, the speaking skill is implemented in the dialog method and giving a speech.

THEORETICAL SUPPORT

Speaking is one of the skills that must be mastered by students of the four languages skills when learning English. Here are some definition of speaking by some expert. Speaking, as defined by Butler et al. (2000), is the direct, immediate use of spoken language in communication. Then, Harmer (2001) states that to speak fluently is to have not only knowledge of language features but also the ability to process information and language "on the spot." Furthermore, McKay (2008) in Asian TEFL Journal says that speaking is more than merely opening the mouth and saying words and sentences; it includes the cultural background of the target language that is spoken to get meaningful interaction. When students conduct discussions in class, the activity aims to train students to speak to express their opinion about something being studied or to clarify something. Hence, from the definition by some experts above, it can be concluded that speaking is a process of expressing ideas in the spoken language, and it is one of the most important aspects of language learning.

There are some components of speaking presented by Brown (in Azlina et al, 2015: 6-7) in Table 1 to assess students’ speaking performance.

<table>
<thead>
<tr>
<th>Aspect of Speaking</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Pronunciation</td>
<td>Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.</td>
</tr>
<tr>
<td>Aspect of Speaking</td>
<td>SCORE</td>
</tr>
<tr>
<td>-------------------</td>
<td>-------</td>
</tr>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Grammar</td>
<td>Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Speaking vocabulary inadequate to express anything but the most elementary needs.</td>
</tr>
</tbody>
</table>
### Aspect of Speaking

<table>
<thead>
<tr>
<th>SCORE</th>
<th>Fluency</th>
<th>Comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>(No specific fluency description. Refer to the other four language areas for implied level of fluency.)</td>
<td>Within the scope of his very limited language experience can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase</td>
</tr>
<tr>
<td>2</td>
<td>Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical information.</td>
<td>Can get the gist of most conversation on non-technical subjects (i.e., topics that require no specialized knowledge).</td>
</tr>
<tr>
<td>3</td>
<td>Can discuss particular interests of competence with reasonable ease. Rarely must grope for words.</td>
<td>Comprehension is quite complete at a normal rate of speech.</td>
</tr>
<tr>
<td>4</td>
<td>Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.</td>
<td>Can understand any conversation within the range of his experience.</td>
</tr>
<tr>
<td>5</td>
<td>Has complete fluency in the language such that his speech is fully accepted by educated native speakers.</td>
<td>Equivalent to that of an educated native speaker.</td>
</tr>
</tbody>
</table>

Meanwhile, performance is the execution of an action. Brown (2007: 41) defines "performance" as a real outcome or sincere action; it is the blatantly obvious, concrete manifestation or reaction of expertise. A few examples are talking, writing, listening, reading, walking, and dancing. Then, according to Richards et al (2010: "performance" is the actual language a person uses. There is a distinction between a person's proficiency in
a language and how they use this proficiency to construct and comprehend sentences (performance).

Based on the description given above, the writer concludes that a "performance" is a method of carrying out an action that is visible and concrete. It is referred to as a "genuine creation" or "genuine activity." Performance is an oral production of students conveying information to the listeners. In speaking performances, students display their speaking skills to transfer information to the listeners. Therefore, to master speaking performances, students need to practice more so that their speaking skills can be trained properly.

There are several types of speaking performances, as explained by Brown (2007: 271-274) mentions six categories of oral production types that students can use in the classroom, they are imitative, intensive, responsive, transactional (dialogue), and interpersonal (dialogue).

In personality theory, there are several types of personalities, one of which is the extrovert. According to Jung in Sharp, D. (1987: 38) extrovert is "characterized by an interest in the external object, responsiveness, and a ready acceptance of external happenings..." An extrovert personality can be described as a character who likes the outside activities, easy going, easily adapts to a new environment or new atmosphere, and talkative. People with extroverted characteristics like to travel, meet new people, see new places like to join a party, and are typically found open and friendly to other people.

Eysenck and Barrett mentioned, “the extroverted type as those having characteristics such as sociability, liveliness, and excitability” (Marashi & Dibah: 2013). Then, Richards and Schmidt (2002) describe an extrovert as one whose “conscious interaction is more often directed towards other people and events than towards the person themselves.” From the explanation by experts above, can conclude that extrovert students need other people to make them feel better. When they are alone, their energy will be drained a lot because of the tendency of extroverted students to be more energetic when around a lot of people. Meanwhile, introverts are the opposite of extroverts. For more on the meaning of introverts, here are several theories from experts. According to Zhang (2008), an introvert is a person who is more interested in his or her thoughts and feelings than in things outside himself. An introverted personality is quiet and introspective. Then, Jung Cited in Panth et al. (2015) says introvert is "an attitude type characterized by orientation in life through subjective physic contents." It means that the introverted person is focusing on one's inner activity. The introverted person needs more time to be alone and to spend time on their own, but they do not mean a social loss.

Then, Skehan and Johnson (2008:137) mention that the introvert tends to be reserved, event-aloof, distrusting of impulse, and frequently planning ahead. From the
qualities listed above, it is clear that the introvert is extremely different from the extrovert. One may say that introverts prefer silence, are not very engaged in speaking, and dislike communicating their ideas, thoughts, and feelings to others. It indicates that introverts prefer to be alone or interact only with a small group of friends. Additionally, it will be simpler for them if they are expected to do a task independently without the assistance of numerous friends; they often only have one or two close pals. In short, it is clear that introvert students are close learners who do not like to study or work together with other people in the class because they have difficulty expressing their idea, and they will feel lost if they stand around a lot of people because they do not like to show up themselves in public.

Here there are several indicators of extrovert, introvert, and Students’ Speaking Performance.

1. The Indicators of Extrovert
   Eysenck in Dornyei (2005) states the indicators of extrovert students namely:
   a) The students are sociable. They are easy to communicate with other people in classroom.
   b) The students are gregarious. They are easy to associate with other people in classroom.
   c) The students tend to be active in teaching and learning process.
   d) The students tend to be assertive in expressing their opinion.
   e) The students are passionate in doing task or delivering a speech.
   f) The students are passionate in doing task or delivering a speech.

2. The Indicators of Introvert
   Eysenck in Dornyei (2005) states the indicators of introvert are as follows:
   a) The students are quiet in teaching and learning process.
   b) The students tend to be passive in teaching and learning process.
   c) The students tend to be sober in expressing their opinion.
   d) The students tend to be reserved and withdrawn.
   e) The students are restrained in doing task or delivering a speech.
   f) The students are aloof in the classroom because they are comfortable for being alone.

3. The Indicators of Students’ speaking performance
   According to Hughes (2005), indicators of students’ speaking performance namely:
   a) The students are able to produce fluent speech without filler and pause.
   b) The students are able to produce clear pronunciation in speaking.
   c) The students are able to use proper words or vocabularies.
   d) The students are able to use correct grammar.
   e) The students are able to express the comprehensible ideas in speaking.

METHOD
The type of research used is descriptive-qualitative with a case study approach. According to the sort of qualitative research performed, the method used in this study is a descriptive method. This is consistent with the goal of the study, which was to provide a description of how speaking performance of extroverts and introverts. Then, the central focus of qualitative research is to provide an understanding of a social setting or activity as viewed from the perspective of the research participants. L.R. Gay, et al (2012: 443) mention that a case study is a qualitative research method for investigating a subject matter or constrained system (e.g., a single teacher, a class, or an entire school might be a case).
The research was conducted in the tenth-grade student of State Islamic Senior High School 1 Padang Lawas. It was located at Jl. Ki Hajar Dewantara, No. 74 Sibuhuan, Kabupaten Padang Lawas. In this research, there were 198 students of X Science class as the population and after the sample in each class was taken proportionally, namely sampling that took into account the considerations of the elements in the study population, a sample of 20 students was obtained with an explanation of four students taken from each of the five science classes.

The subjects of this research were 20 students at Islamic State Senior High School 1 Padang Lawas in the academic year 2022/2023. Researcher used Eysenck Personality Questionnaire to collect the data of students’ personality, and then researcher conducted speaking test to know speaking performance of each student, and the researcher conducted interviews directly with tenth-grade students at Islamic State Senior High School 1 Padang Lawas. The pupils wish to be questioned about their speaking habits and barriers in this section.

1. Eysenck Personality Questionnaire
   The questionnaire in this study was prepared based on the short-scale Eysenck personality questionnaire revised by Eysenck and Barret. The questionnaire used to know the student’s personality between extrovert and introvert.

2. Speaking Test
   The speaking test in this study was a test in which the researcher gave several pictures to students, who could choose the pictures according to their wishes, and then students had to describe what the pictures were about. Then, researcher used Brown’s assessment rubric for assessing students’ speaking performance. In giving a score, the raters use the scoring below:

<table>
<thead>
<tr>
<th>Category</th>
<th>Score Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>4.5- 5.0</td>
</tr>
<tr>
<td>Very Good</td>
<td>3.5- 4.0</td>
</tr>
<tr>
<td>Good</td>
<td>2.5- 3.0</td>
</tr>
<tr>
<td>Poor</td>
<td>1.5- 2.0</td>
</tr>
<tr>
<td>Very Poor</td>
<td>0.5- 1.0</td>
</tr>
</tbody>
</table>

   (Adapted from Wesi in Fitri, 2020)

3. Interview
   The researcher conducted interviews directly with tenth-grade students at Islamic State Senior High School 1 Padang Lawas. The researcher employed structured interviews in this study. This data collection process required one meeting lasting 60 minutes. The pupils wish to be questioned about their speaking habits and barriers in this section.

   The instrument above is used to collect the data of the students. The student’s performance on the speaking test, which was graded as excellent, very good, good, poor, and very poor, is what the researcher wishes to be classified as. As a result, students’ speaking performances is description form as a requirement of qualitative.
A data analysis technique is the process of systematically searching for and compiling data obtained from the data collection techniques used. According to Sugiyono (2017: 333), this research used the data analysis model of Miles and Huberman, which analyzes data through three components: data reduction, data display, and drawing conclusions.

1. Data Reduction
   All during the study, data are continuously reduced. It is a component of the analysis, not a distinct object from it. The researcher at this step cuts and edits the student's speaking performance. The researcher will next evaluate it and see how personality affects a student's ability to talk.

2. Data Display
   Miles and Huberman in Sugiyono (2017: 339) state that in qualitative research, data is presented using tables, graphs, diagrams, and narrative text. By presenting data, it will be easier to understand what is happening and plan further activities based on what has been understood.

3. Data Verification
   Conclusion: drawing and verification are the final steps of data reduction and data presentation. In qualitative research, it will be able to answer the formulation of the problem that was formulated from the start, and at this data verification stage, the researcher will conclude and verify the correctness of the data that has been obtained.

RESULT AND DISCUSSION

1. Result
   The data in this study results from research findings from the Eysenck Personality Questionnaire (EPQ), speaking tests, and interviews.

a. The Result of Eysenck Personality Questionnaire-Revised
   The Eysenck Personality Questionnaire-Revised is a test that assesses a person's personality. Following the distribution of the questionnaires, the researcher determined the personalities of the extroverted and introverted students, which are detailed in the table below:

   **Table 3. Category of Students’ Personality**

<table>
<thead>
<tr>
<th>NO</th>
<th>Initial Name of Students</th>
<th>Class</th>
<th>Male/Female</th>
<th>Personality</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>NST</td>
<td>X Science-1</td>
<td>Female</td>
<td>Introvert</td>
</tr>
<tr>
<td>2</td>
<td>NRAH</td>
<td>X Science-1</td>
<td>Female</td>
<td>Extrovert</td>
</tr>
<tr>
<td>3</td>
<td>NNS</td>
<td>X Science-1</td>
<td>Female</td>
<td>Introvert</td>
</tr>
<tr>
<td>4</td>
<td>ASH</td>
<td>X Science-1</td>
<td>Male</td>
<td>Extrovert</td>
</tr>
<tr>
<td>5</td>
<td>AFH</td>
<td>X Science-2</td>
<td>Male</td>
<td>Extrovert</td>
</tr>
<tr>
<td>6</td>
<td>WAMH</td>
<td>X Science-2</td>
<td>Female</td>
<td>Extrovert</td>
</tr>
<tr>
<td>7</td>
<td>SMKH</td>
<td>X Science-2</td>
<td>Female</td>
<td>Introvert</td>
</tr>
<tr>
<td>8</td>
<td>MMH</td>
<td>X Science-2</td>
<td>Male</td>
<td>Introvert</td>
</tr>
</tbody>
</table>
Based on the data above, it can be concluded that out of the 20 samples, there were ten extroverts and ten introverts, with each class containing two extroverts and two introverts who were selected based on the data obtained from the results of the Eysenck Personality Questionnaire (EPQ).

b. The Result of Speaking Performance Via Zoom

The speaking test was conducted via Zoom to determine the speaking ability of extroverted and introverted students. From the results of testing 20 research samples, there were ten extrovert students and ten introvert students who were taken from the results of the questionnaire. There are ten extrovert students who have taken the speaking test, and with detailed results, there are five extrovert students with good criteria and five others with poor criteria. In the test results for introverted students, there were five students with poor results, four students with good results, and one student with very good results. Below, the researcher will present a table of the resultsof the speaking test assessment for each sample.

Table 4. The results of the speaking test scores of extroverted and introverted students

<table>
<thead>
<tr>
<th>Extrovert</th>
<th>Score</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASH</td>
<td>2.0</td>
<td>Poor</td>
</tr>
<tr>
<td>WAMH</td>
<td>1.8</td>
<td>Poor</td>
</tr>
<tr>
<td>RNRD</td>
<td>1.8</td>
<td>Poor</td>
</tr>
<tr>
<td>RHN</td>
<td>1.6</td>
<td>Poor</td>
</tr>
<tr>
<td>MJ</td>
<td>1.6</td>
<td>Poor</td>
</tr>
<tr>
<td>NRAH</td>
<td>2.4</td>
<td>Good</td>
</tr>
<tr>
<td>AFH</td>
<td>2.6</td>
<td>Good</td>
</tr>
<tr>
<td>Score</td>
<td>Category</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>----------</td>
<td></td>
</tr>
<tr>
<td>RP</td>
<td>3.0</td>
<td>Good</td>
</tr>
<tr>
<td>SMPH</td>
<td>2.6</td>
<td>Good</td>
</tr>
<tr>
<td>SP</td>
<td>2.6</td>
<td>Good</td>
</tr>
</tbody>
</table>

**Introvert**

<table>
<thead>
<tr>
<th>Score</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>NST</td>
<td>1.8</td>
</tr>
<tr>
<td>NNS</td>
<td>2.0</td>
</tr>
<tr>
<td>MMH</td>
<td>1.8</td>
</tr>
<tr>
<td>SN</td>
<td>2.0</td>
</tr>
<tr>
<td>ERN</td>
<td>1.6</td>
</tr>
<tr>
<td>SA</td>
<td>2.8</td>
</tr>
<tr>
<td>F</td>
<td>2.6</td>
</tr>
<tr>
<td>AFS</td>
<td>3.0</td>
</tr>
<tr>
<td>FSH</td>
<td>2.8</td>
</tr>
<tr>
<td>SMKH</td>
<td>3.8</td>
</tr>
</tbody>
</table>

Based on the data above, there are five students with an extroverted personality who have good criteria on the speaking ability test and five extrovert students with poor criteria. This is in accordance with Myers' theory cited in Usniyati (2012) that extroverts prefer to learn in situations that allow interaction. In spoken language, extroverted students like to speak louder and more fluently but are sometimes less accurate.

Then in the data, it can be seen that there are 5 introvert students with bad criteria on the speaking ability test, 4 introvert students with good criteria, and one introvert student with very good criteria. The data also shows that there is one student from the introverted group who has very good criteria for speaking ability.

c. The Result of the Interview

This interview is composed of several aspects of extroverted and introverted personalities and the obstacles students experience when performing in front of the class. The following is the result of the analysis of student interviews with students with extroverted and introverted personalities using thematic analysis, namely impulsiveness, practicality, sociability, risk-taking, participation in speaking, inhibition, and lack of knowledge.

a. Impulsiveness

Impulsiveness is the behavior of someone who acts on instinct and oftendoes not think about it beforehand. The person with this trait enjoys acting impulsively and making decisions without giving them much thought about the effects. The following are the results of interviews with two extroverted students.

Researcher: Apakah anda akan berpikir lebih dahulu sebelum mengatakan atau melakukan sesuatu?
(Would you think before you say or do something?)

AFH: Ya, saya biasanya selalu berpikir sebelum melakukan sesuatu biar tidak merugikan saya nantinya.
(Yes, I always think before I do something so that it doesn't hurt me later)

MJ: Saya cenderung spontan melakukan sesuatu
(I tend to spontaneously do things)

The following excerpt from the interview transcript of two introverted student is provided.
b. Practically

In practical terms, there will be significant differences between extroverts and introverts. An extrovert usually pleasant to do practical things and not patient to do abstract and imaginative activities. While introverts are the opposite. They have theoretical mindset, tend to be interested in ideas, speculation and they like to think and introspection. In the following, the results of interviews with two extrovert students will be presented first.

Researcher: Apakah anda akan berpikir terlebih dahulu sebelum mengatakan atau melakukan sesuatu?
(Would you think before you say or do something?)

SN: Ya tentu saja.
(Yes, of course)

SMKH: Ya, saya tidak suka gegabah.
(Yes, it is me. I dislike rashness)

The results of interviews with introverted students can be seen below:

Researcher: Apakah anda lebih memilih bertindak sesuai keinginan anda dibandingkan berdasarkan peraturan?
(Do you prefer to act according to your wishes rather than according to the rules?)

AFH: Karna saya menyukai kebebasan maka saya lebih suka bertindak sesuai keinginan saya.
(I like to act as I see fit because I like freedom)

MJ: Sesuai keinginan saya.
(As I wish)

The results of interviews with two introverted students are as follows:

Researcher: Apakah anda lebih memilih bertindak sesuai keinginan anda dibandingkan berdasarkan peraturan?
(Do you prefer to act according to your wishes rather than according to the rules?)

SN: Mengikuti peraturan.
(Follow the rules)

SMKH: Mengikuti peraturan.
(Follow the rules)

c. Sociability

Sociability is a personality trait that frequently involves enjoying interacting with and spending time with others. The following are the results of interviews with two extroverted students.

Researcher: Apakah menurutmu menyenangkan bekerjasama denganteman sekelompok atau bekerja sendiri?
(Do you find it more fun to work with a group of friends or work alone?)

AFH: Iya, bekerja sama dengan kelompok menyenangkan dan cepatselesai.
(Yes, working in groups is enjoyable and quick)

MJ: Lebih menyenangkan bersama kelompok
(More fun with a group)
The results of interviews with introverted students can be seen below:

**Researcher:** Apakah menurutmu menyenangkan bekerjasama dengan teman sekelompok atau bekerja sendiri?

SN: Tidak, lebih menyenangkan bekerja sendiri

SMKH: Lebih menyenangkan dan lebih efektif bekerja sendiri.

**d. Risk Taking**

Risk Taking is the action or event of taking a risk or facing danger in order to accomplish a goal. People with an extrovert personality like to live in dangerous situations and seek jobs that ignore the risk. They do the jobs without paying attention to their own safety. Then, an introverted personality is preferred for familiarity, safety, and security, even if this means sacrificing some degree of excitement in life. The following are the results of interviews with two extrovert students:

**Researcher:** Apakah anda menyukai tantangan yang menegangkan?

AFH: Sedikit suka.

MJ: Ya, saya suka ditantang.

The results of interviews with introverted students can be seen below:

**Researcher:** Apakah anda menyukai tantangan yang menegangkan?

SN: Tidak.

SMKH: Tidak.

**e. Participation in Speaking**

Participation is an important aspect of the process of learning to speak. Participation is very important to see the activeness of students in the learning process, which is another issue in speaking class. Here are the results of interviews with two extrovert students:

**Researcher:** Apakah kamu orang yang aktif dalam pembelajaran Bahasa inggris? Kenapa?

AFH: Ya, saya sering aktif dalam pembelajaran Bahasa Inggris karna saya suka Ketika guru saya menjelaskan memakai Bahasa inggris kemudian Bahasa Indonesia.

MJ: Tidak terlalu aktif.

Then, the results of interviews with two introverted students will be presented below:
Researcher : Apakah kamu orang yang aktif dalam pembelajaran Bahasa Inggris? Kenapa?
(Are you an active learner in learning English? Why?)
SN : Ya, karena suka.
(Yes, because I like)
SMKH : Ya, karena bahasa Inggris adalah bahasa yang penting untuk dipelajari.
(Yes, since English is a necessary language to learn)

From the interview results, it can be concluded that both extrovert and introverted students are quite active in learning English. Introverted students who are assumed to be quiet, shy, and not active enough in class turn out to be active in learning English, according to the interview results.

f. Inhibition
Being concerned about making errors, being afraid of criticism, or being afraid of looking bad. The following are the results of interviews between two extrovert students and two introvert students.

Researcher : Mengenai hambatan dalam berbicara Bahasa inggris, kondisi apa yang membuatmu merasa stress atau cemas ketika akan tampil berbicara Bahasa Inggris didepan kelas?
(Regarding barriers to speaking English, under what conditions do you feel stressed or anxious when speaking English in front of the class?)
AFH : Kurangnya persiapan dan pemantapan pengucapannya.
(Lack of preparation and stabilization of pronunciation)
MJ : Salah ucapan.
(Mispronunciation)

Then, the following are the results of interviews with two introverted students:

Researcher : Mengenai hambatan dalam berbicara Bahasa inggris, kondisi apa yang membuatmu merasa stress atau cemas Ketika akan tampil berbicara Bahasa inggris didepan kelas?
(Regarding barriers to speaking English, under what conditions do you feel stressed or anxious when speaking English in front of the class?)
SN : Salah pengucapan.
(Mispronunciation)
SMKH : Cara membacanya dan pengucapan.
(How to read it and pronunciation)

From the statements of the four extroverted and introverted students, it was clear that the obstacles they experienced in speaking were a lack of preparation and a fear of mispronunciation.

These lines all describe the extroverted and introverted students. The extrovert who was having difficulty communicating had good and bad speaking criteria, namely AFH with good speaking criteria and MJ with poor speaking criteria. When speaking, several of them did not experience any anxiety or fear. It is according to one intuitively attractive hypothesis; extroverts learn faster than introverts. Because extrovert learners are more likely to initiate contact with other second language users, they will receive more feedback (Merle J, 2007: 7). An extrovert trait that is typically demonstrated by
speaking fluently, being unconcerned, resisting feelings of embarrassment and awkwardness, enjoying interaction with people, and being adept at blending in with their environment.

Meanwhile, to explain introverted students from the interview results above, the first student with the initials SN has poor speaking criteria, and difficulty communicating. Then, even though SMKH is an introvert, SMKH with very good speaking criteria can have good speaking performance. Some of them worry constantly about making errors. It is related to introverted traits described by Eysenck in aspects of the Eysenck Personality Questionnaire (EPQ), including impulsiveness, being cautious, contemplative, passive, worried, and focused.

2. Discussion

The study reveals that there were ten students—five extroverted and five introverted—who had been studying using the aforementioned instrument.

a. Classifying respondents into extroverts and introverts based on Eysenck Personality Questionnaire results.

According to data analysis, out of 20 students, ten were extroverts and ten were introverts, as determined by utilizing the Eysenck Personality Questionnaire, one of the most well-known and commonly used tools for personality evaluation in research designed by Hans J. Eysenck. The questionnaire is intended to gather the necessary information on extroverts and introverts.

b. Using a speaking test to examine the effect of extroverts and introverts

The goal of this speaking test was to study the impact of both personalities on speaking performance, and the results revealed that there is no influence of either extrovert or introvert personalities on speaking performance. This is supported by the theory put forward by Dorney (2015: 27) that several of the introverted students were found to have greater pronunciation and fluency than the extrovert students when it came to presenting concepts properly and naturally when speaking. This is also supported by Mathilde (2011) who wrote in her book that the introvert's importance is insufficient to aid in the contemplation and analysis of others; they are highly thoughtful and prone to being extraordinarily clever.

The fact that five of the ten extrovert students were successful and five of them struggled serves as evidence. While introverted, four students performed good, five performed poorly, and one performed very good. Indicates that whether an individual is extrovert or introvert, they may succeed as long as they have support from sufficient information and regular participation or preparation.

Finally, speaking performances that went well were not impacted by extrovert or introvert traits since each individual learns differently and does so in their own way. This is due to varied degrees of knowledge as well as regular involvement or preparation based on the idea presented before. The more information or preparation the student has, the better they will perform.

c. Analyzing extrovert and introvert based on interview

There were five students who received "excellent" speaking performance scores and five students who received "bad" speaking performance scores out of ten extrovert students. The findings indicated that mumbles, mispronunciations, and certain hesitations were more common among the extroverted students. It may be said that extrovert students performed well enough on tests measuring self-assurance, eye contact, and gestures when such tests correspond to extrovert qualities, but lacking in
preparation, mispronunciation, lack of knowledge, and lack of vocabulary. According to the prior interview, the following may be inferred as to the reason:
   b. “I don't really like it because I don't have a large vocabulary.”
   c. “Yes, since if you want to appear, you must have broad information, such as language knowledge, especially so that you know what to say later when you perform.”
   d. “Fear of mispronunciation.”

The data revealed that the main communication issues between introverts and extroverts were mumbles, mispronunciations, and occasional hesitations. The distinction is that the introvert group also discovered one student who had a "very good" speaking performance rating. This demonstrates that introverted students who are known to be shy and are assumed to have poor speaking abilities are incorrect. Like Jung says in Alizadeh (2015), introversion is an attitude of the psyche characterized by an orientation toward one’s thoughts and feelings. In other words, an introverted personality is a personality that is closed, shy, and has little talk. The data shows that one introverted student has a very good speaking performance, and four introverted students have a good speaking performance.

CONCLUSION
Extroverts and introverts are the two sorts that are explored in this study, particularly in speaking performances by both of them. As is known in speaking, extrovert learners are more likely to engage in oral participation than introverts as students with quiet and passive makes extrovert tents have a good performance, but the fact is introvert is the type of person who is thoughtful or a person who thinks before deciding something to say orally who is supported the introvert will have a good performance too.

According to the speaking test results, the ability to speak between extrovert and introvert personalities has different results. From the ten extrovert students, five obtained good test results, and five obtained poor results. Meanwhile, ten introvert students took the test, five of whom obtained results with poor criteria, four with good results, and one with very good results. Extroverted students and introverted students have their own learning styles, so both of them have the opportunity to become better at speaking. In conclusion, for both extroverts and introverts, speaking performance will be better if students have sufficient knowledge about linguistic aspects and are also supported by good involvement or preparation.

REFERENCES


